



## INTERACTIVE TEACHING METHOD FOR COMMUNICATION ENHANCEMENT: FOSTERING EFFECTIVE COMMUNICATION SKILLS IN EDUCATION

**V. Jaye Selvam**

*Associate Professor, Pg & Research Department of English, Holy Cross College, Trichy, India*

### ABOUT ARTICLE

**Key words:** Interactive teaching method, communication enhancement, effective communication skills, education, group discussions, role-playing, multimedia presentations, real-world simulations, active listening, clarity of expression, nonverbal communication, conflict resolution.

**Received:** 25.06.2023

**Accepted:** 30.06.2023

**Published:** 05.07.2023

**Abstract:** Effective communication skills are essential in today's interconnected world, and it is crucial to develop these skills early on in education. This study introduces an interactive teaching method aimed at enhancing communication skills among students. The method utilizes various interactive strategies, including group discussions, role-playing, multimedia presentations, and real-world simulations. By actively engaging students in the learning process, this approach fosters the development of effective communication abilities, such as active listening, clarity of expression, nonverbal communication, and conflict resolution. The study investigates the impact of the interactive teaching method on students' communication skills through pre- and post-assessments, student feedback, and observation of classroom interactions. The findings highlight the effectiveness of the method in enhancing students' communication skills and its potential for widespread adoption in educational settings.

### INTRODUCTION

Effective communication skills are fundamental for success in various aspects of life, including education, professional careers, and personal relationships. In the context of education, developing strong communication abilities is vital for students to express their ideas, collaborate effectively, and engage in meaningful interactions. Traditional teaching methods often focus on content delivery rather than actively fostering communication skills. Therefore, there is a need for innovative and interactive teaching methods that prioritize the enhancement of communication skills among students.

This study aims to introduce an interactive teaching method specifically designed to enhance communication skills in educational settings. The method emphasizes active student participation and

engagement through a range of interactive strategies. By implementing this approach, educators can create a dynamic learning environment that encourages students to develop and practice effective communication techniques.

## **METHOD**

The interactive teaching method for communication enhancement employs a variety of strategies to foster effective communication skills among students. The following steps outline the methodology of this approach:

**Curriculum Design:** The curriculum is designed to incorporate communication skills as a core component across various subjects and grade levels. It integrates communication-focused learning objectives, activities, and assessments aligned with the specific needs and goals of the students.

**Interactive Strategies:** The teaching method incorporates a range of interactive strategies to engage students actively. These may include group discussions, role-playing exercises, multimedia presentations, real-world simulations, and case studies. These activities provide opportunities for students to practice different aspects of communication, such as active listening, expressing ideas clearly, nonverbal communication, and conflict resolution.

**Teacher Facilitation:** Educators play a crucial role in implementing the interactive teaching method. They serve as facilitators, guiding students through the communication activities, providing constructive feedback, and modeling effective communication behaviors. Teachers create a supportive and inclusive learning environment that encourages active participation and open dialogue.

**Pre- and Post-Assessments:** To evaluate the effectiveness of the interactive teaching method, pre- and post-assessments are conducted to measure students' communication skills before and after implementing the method. These assessments may include written assignments, presentations, role-playing scenarios, and self-evaluations. The data collected enables the measurement of skill development and improvement over time.

**Student Feedback and Observation:** Feedback from students regarding their experiences with the interactive teaching method is gathered through surveys, interviews, and reflective exercises. Additionally, classroom observations provide insights into student engagement, collaboration, and communication during interactive activities.

**Data Analysis:** The collected data from pre- and post-assessments, student feedback, and classroom observations are analyzed to evaluate the impact of the interactive teaching method on students' communication skills. Statistical analysis and qualitative interpretation of the data help identify trends, strengths, and areas for improvement.

By following this methodological approach, educators can effectively implement an interactive teaching method that enhances students' communication skills. The data analysis and feedback obtained allow for continuous improvement and refinement of the method to meet the specific needs and goals of the students and educational context.

## **RESULTS**

The implementation of the interactive teaching method for communication enhancement yielded positive outcomes in fostering effective communication skills among students. The following key results were observed:

**Improved Communication Skills:** The post-assessment data revealed significant improvements in various communication skills, including active listening, clarity of expression, nonverbal

communication, and conflict resolution. Students demonstrated enhanced abilities to articulate their ideas, engage in meaningful discussions, and resolve conflicts constructively.

**Increased Engagement and Participation:** Classroom observations indicated a higher level of student engagement and active participation during interactive activities. Students showed enthusiasm and willingness to contribute to discussions, collaborate with peers, and take on different roles in role-playing exercises. The interactive nature of the teaching method encouraged students to actively involve themselves in the learning process.

**Positive Student Feedback:** Students provided positive feedback regarding the interactive teaching method. They expressed enjoyment in participating in interactive activities, finding them more engaging and relevant to their learning experience compared to traditional lecture-based approaches. Students reported feeling more confident in their communication abilities and appreciated the practical skills they acquired.

## **DISCUSSION**

The positive results obtained from the implementation of the interactive teaching method highlight its effectiveness in fostering effective communication skills in education. The interactive nature of the method encouraged students to actively engage in communication activities, providing them with opportunities to practice and refine their skills. The focus on real-world simulations and collaborative exercises allowed students to develop practical communication abilities that are applicable beyond the classroom setting.

The increased student engagement and participation observed during interactive activities can be attributed to the learner-centered approach of the teaching method. By placing students at the center of their own learning experience, the method empowered them to take ownership of their communication skills development. The interactive strategies provided a supportive environment for students to experiment, make mistakes, and learn from their experiences.

The positive student feedback further supports the effectiveness of the interactive teaching method. Students' enjoyment and increased confidence indicate that the method successfully created an engaging and inclusive learning environment. The practical skills acquired through the method are transferable to various real-life situations, equipping students with valuable communication tools for their future endeavors.

## **CONCLUSION**

The implementation of the interactive teaching method for communication enhancement proved to be a successful approach in fostering effective communication skills among students. The method's emphasis on active student participation, engagement, and practical application of communication skills resulted in improved abilities and increased student confidence. The positive results, combined with student feedback, highlight the relevance and effectiveness of this method in educational settings. The interactive teaching method offers educators a valuable approach to prioritize the development of communication skills alongside subject content. By implementing this method, educators can create a dynamic and inclusive learning environment that equips students with vital communication abilities needed for academic, personal, and professional success. Further research can explore the long-term effects of the method and its application across diverse educational contexts to strengthen its pedagogical value.

## REFERENCES

1. Dallinger, S., & Souchet, L. (2016). The effectiveness of interactive teaching methods on student achievement: A meta-analysis. *Educational Research Review*, 19, 33-54.
2. Johnson, D. W., & Johnson, R. T. (2014). *Cooperative learning in the classroom*. Interaction Book Company.
3. Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Routledge.
4. Lippincott, J. K. (2018). Interactive engagement strategies for increasing student participation, motivation, and achievement. *Journal of Interactive Online Learning*, 16(1), 20-36.
5. Mazer, J. P., Murphy, R. E., & Simonds, C. J. (2007). I'll see you on "Facebook": The effects of computer-mediated teacher self-disclosure on student motivation, affective learning, and classroom climate. *Communication Education*, 56(1), 1-17.
6. O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge University Press.
7. Ormrod, J. E. (2015). *Essentials of educational psychology: Big ideas to guide effective teaching*. Pearson.
8. Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
9. Smith, K. H., Sheppard, S. D., Johnson, D. W., & Johnson, R. T. (2005). Pedagogies of engagement: Classroom-based practices. *Journal of Engineering Education*, 94(1), 87-101.
10. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.